DOCUMENT RESUME

ED 326 518 SP 032 755

AUTHOR McGuire, Joan Feld; And Others
TITLE A Comparison of Illinois Elementary and Secondary Teachers' Perceptions of 1988-89 Induction Year Activities.
PUB DATE 19 Oct 90
NOTE 36p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (12th, Chicago, IL, October 19, 1990).
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Teacher Induction; Classroom Techniques; Comparative Analysis; *Elementary School Teachers; Elementary Secondary Education; *Program Attitudes; Program Effectiveness; School Community Relationship; *Secondary School Teachers; *Staff Development; *Teacher Attitudes
IDENTIFIERS *Illinois

ABSTRACT

This study examined the differences between Illinois beginning elementary and secondary teachers' perceptions of staff development activities and their sources of assistance during the first year. A survey in spring 1989 received responses from 601 elementary and 234 secondary teachers. Beginning elementary teachers rated the importance of staff development activities significantly higher than did secondary teachers in three areas: "students," "community," and "staff." Elementary teachers perceived themselves as significantly more successful than did secondary teachers. It was concluded that, due to the differences between elementary and secondary teachers, a "one-size-fits-all" approach to staff development is not appropriate; rather, the approach needs to be tailored to respond to the expressed needs of first-year teachers. Tables displaying the data are appended. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED326518

A Comparison of Illinois Elementary and Secondary Teachers' Perceptions of 1988-89 Induction Year Activities

Joan Feld McGuire

Garth Eugene Piercy

Patricia Harrington Klass

Illinois State University

Normal, Illinois 61761

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. E. Piercy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Paper Presented at the

Mid-Western Educational Research Association

Twelfth Annual Meeting

October 19, 1990

Chicago, Illinois

Running Head: INDUCTION YEAR ACTIVITIES

SP 032 755

A Comparison of Illinois Elementary and Secondary Teachers' Perceptions of 1988-89 Induction Year Activities

Abstract

The present study examined the differences between Illinois beginning elementary and secondary teachers' perceptions of staff development activities and their sources of assistance during their first year. Twelve hundred elementary and 433 secondary teachers from Illinois were surveyed spring, 1989, and 601 elementary and 234 secondary teachers responded. Beginning elementary teachers rated the importance of staff development activities significantly higher than secondary teachers in three areas STUDENTS, COMMUNITY and STAFF, $p < .01$. Furthermore, elementary teachers received significantly more assistance than secondary teachers in the areas CURRICULUM, STUDENTS and STAFF, $p < .01$. Elementary teachers perceived themselves as significantly more successful than secondary teachers and those who were consulted perceived themselves as significantly more successful, $p < .01$. It was concluded that due to differences between elementary and secondary teachers, a "one-size-fits all" approach to staff development is not appropriate; rather, it needs to be tailored and respond to the expressed needs of first-year teachers.

A Comparison of Illinois Elementary and Secondary Teachers' Perceptions of 1988-89 Induction Year Activities

With educational reforms of the eighties have come increased interest in professionalizing education and teachers. The need to attract high quality people into the profession and to retain high quality professionals has been emphasized (Huling-Austin, 1987). This increased interest in the need to improve the teaching profession will not happen if qualified teachers are not found or retained. Staff development tailored to the unique needs of beginning teachers may well be needed. Schlechty and Vance (1983) described teaching as a career where typically no more than 50% of those who major in education take teaching jobs, statistics that may indicate a developing supply problem. In addition, they estimated that only one in 10 majors in education actually teaches for more than 20 years. As a result of this attrition rate, the cost of producing a career teacher, according to Schlechty and Vance, is 10 times larger than is usually estimated by conventional full-time equivalent formulas. To retain a sufficient number of teachers, educators must know what is perceived to be important by first-year professionals as well as their sources of assistance to structure effective staff development programs.

Prior to the late 70s and the 80s there were only a few significant studies devoted to the first year of teaching.

Two studies focused on the difficulties of beginning teachers and their induction. Wey (1951) found that there were eight types of difficulties of first-year beginning teachers such as discipline, adjusting to deficiencies in school materials and the teaching assignment, adapting to the needs and abilities of pupils, motivating pupils, keeping records, handling broader aspects of teaching, and establishing and maintaining proper relations with supervisors and administrators. Hunt (1968) noted that principals must give more careful consideration to the beginning teacher's assignment and that beginning teachers need support and guidance.

In spite of these early studies encouraging beginning teacher assistance, the educational field continued to make only modest efforts, in most cases providing new teachers with one-day "orientations" to the system. Additional research over the past decade demonstrated that this simple provision to transform recent student teachers to become full-fledged teachers was grossly inadequate (Griffin, 1987).

Ward (1987) provided further support for early staff development activities by indicating that competent teachers have given credit for their abilities as teachers to experiences that occurred in their beginning years of teaching. Ward reiterated the necessity of support and training to enhance beginning teachers' development as competent teachers.

Zeichner (1983) pointed out that teacher training seems to be everyone's issue but no one's priority. Limited assistance from the educational field has been reflected in most professional organizations. Ishler and Kester (1987) found in a survey of ten leading professional organizations' positions on induction that the project sponsored by the National Association of Secondary School Principals (NASSP) in the sixties and the resolutions of the American Federation of Teachers (AFT) during the seventies and eighties were exceptions to the norm. Why induction slipped so low on the list of concerns of professional organizations (with the above noted exceptions) has remained a puzzle considering what Hunt (1968) pointed out 21 years ago:

> No other profession is so careless about the induction of the new members. In most professions there was a carefully defined procedure used to bring new members along--to induct them....Teaching is the only major profession in which the beginner is given full and immediate responsibility--the same or more difficult assignment than the experienced worker has. (Hunt, 1968, p.135)

As late as 1976 the National Institute of Education (NIE) held a conference on beginning teachers for leaders of many educational groups. Participants at the NIE conference unanimously agreed on the critical nature of the new teachers' introduction into teaching and the need for further research and action to support this effort (Ryan, 1979). In 1979 the Educational Testing Service (ETS) funded a study to

collect data that would review the historical development and the evolution of induction programs.

During the 1980s, virtually every state enacted legislation to reform teacher education, licensing, and compensation. In all, over 1,000 pieces of legislation affecting teachers had been developed during the decade, and a substantial number have been implemented. These initiatives represented an important shift in policy focus from earlier decades, attending more to the qualifications and performance of teachers (Darling-Hammond, 1988).

Griffin (1987), in a study commissioned by the Illinois State Board of Education (ISBE), stated that until recently, it was assumed that a beginning teacher would require little assistance before assuming full teaching responsibility for helping learning to happen. Recommendations emerged from these papers including issues of evaluation and assessment of beginning teacher induction programs.

The most powerful testimony to support the growing recognition of the importance of teacher induction during the 1980s was the increase in the number of teacher induction programs implemented across the country. Hawk and Robards (1987) found that 31 states were planning, implementing, and conducting induction programs by 1986. Kester and Marockie (1987) found 112 local induction programs in 17 states. Although there has been consistent interest spanning the years 1970 to the present, according to Huling-Austin "there

is still a tremendous amount to be done and to be learned" (1987, p. 5).

Before induction programs can be planned by a school district, administration and/or staff development directors should be aware that beginning teachers differ in some areas. Due to the difficulties faced by these teachers, proper staff development programs as well as the timing of such topics should differ. According to Schlechty and Vance (1983) differences in age and gender composition may create different environments for elementary and secondary teachers. It has been suggested that understanding more about the areas of matches and the areas of large differences between the new teachers' expectations and their perceptions of school are critical to developing and retaining effective teachers (Hall, 1982) as well.

Previous studies have compared the difficulties faced by beginning secondary and elementary teachers. Wey (1951) found that the most serious problem of beginning secondary school teachers was pupil control and handling discipline. However, more recently, Veenman (1984) found that pupil control and discipline issues were concerns for both secondary and elementary beginning teachers. The second most frequent problem identified by Wey for secondary school teachers was adjusting to deficiencies in school equipment, physical conditions, and materials. However, Dropkin and Taylor (1963) did not find this adjustment to be a major

problem for elementary school teachers. Other differences were noted in investigations of junior high and high school teachers by Stone (1973) who found that male beginning teachers experienced fewer problems than female beginning teachers in secondary education. Veenman (1984) found that even though beginning elementary and secondary teachers differed in how they rank ordered the problems, eight of the 12 most frequently mentioned items for these two groups were identical.

Other researchers tried to clarify these problems by classifying beginning teachers' grade point and teaching style. Adams and Martray (1980) reported that secondary teachers who had higher undergraduate grades reported more problems with teaching than did elementary teachers. Adams (1982) later reported that elementary teachers were recorded as being more indirect and structured than secondary teachers. Secondary teachers lectured more but also solicited more student questions in relation to student responses, suggesting a more interactive style.

Several studies have highlighted differences in stress level and job satisfaction for elementary and secondary teachers. Wangberg and Levitov (1983) found that elementary teachers perceived less stress in their overall teaching environment than their secondary counterparts. However, elementary teachers perceived significantly more stress concerning 'work overload' than secondary teachers. In

contrast, Gorrell, Bregman, McAllister, and Lipscomb (1985) found that elementary teachers perceived potentially stressful events as being more stressful than did secondary school teachers. Jones (1985) found that levels of distress for 7-12 teachers were higher than for K-6 teachers. Further, multiple correlations showed the higher the grade level the higher the job satisfaction, the lower the grade level the higher the reports of routine problems; the higher the level of problems the greater the expressed desires to quit teaching; and the higher the job satisfaction the higher the grade level and the lower the expressed desire to quit teaching. Pigge and Lovett (1985) found that beginning elementary teachers thought more highly of their training and status than did the secondary teachers. Further, elementary teachers were more positive regarding their choices of career than secondary teachers. Additionally, the Metropolitan Life Survey, (1985) found that more secondary teachers left the profession than elementary. As can be seen, there are numerous conflicting results regarding problems of elementary and secondary teachers. Further investigation of the two populations may clarify and resolve these differences.

In the available literature and research, there exists a wealth of information about the problems and concerns of beginning teachers; little documentation, however, exists regarding the actual programs and their impact in assisting beginning teachers during this crucial transition period.

Zeichner (1986) stated, "There is some evidence that carefully structured induction programs are minimal or nonexistent for the majority of beginning teachers. . . . As a result of this inattention to induction the first few years of teaching are typically a time of great stress, anxiety, frustration and isolation" (p. 100). Gaede (1978) referred to this combination of stress, anxiety, frustration, and isolation as "reality shock." Gaede found an increase in the self-assessed knowledge throughout a teachers' training until the first-year of teaching, where there was a decline.

In the current study, the topic areas for staff development activities were those that met the needs of beginning teachers in four areas: curriculum, students, community, and staff. Nevi (1988) saw staff development as a process that included curriculum content, instructional strategies, and staff interaction among themselves. Lipham, Rankin, and Hoeh (1985) included the category of community in addition to curriculum, students, and staff in their attempt to address the needs of beginning teachers. Further, Lipham et al., believed it was important that the teacher be involved in determining the expectations of administrative staff, teachers, students, parents, and citizens.

When asked, first-year teachers have identified a wide variety of problems, needs and concerns. Because school districts vary greatly, understanding these needs within four areas of staff development (curriculum, students,

community, and staff) and incorporating them within the induction program could generate program improvement and address most of the problem areas that have been reported by first-year teachers. First, curricular concerns are often among the high priority items stated by those who promote induction programs (e.g., Coates & Thoresen, 1976; Dropkin & Taylor, 1963; Grant & Zeichner, 1981; Johnston, 1985; Ryan, 1979; Wey, 1951). Second, the new teacher faces unfamiliar situations and uncertainty about how to relate to students. These insecurities are evident throughout the literature (e.g., Grant & Zeichner, 1981; Johnston, 1985; Rehage, 1968; Summerlin, Blackbourn, & Hare, 1986; Veenman, 1984). Third, because policies in the schools are consistent and supportive of the values and ideals of the community, beginning teachers need to learn about their external environment. Ubben and Hughes (1987) stated that good instructional leadership requires the involvement of many other people and recommended making the community a partner in creating an effective school. Other researchers encouraged increased involvement with the community (e.g., Grant & Zeichner, 1981; Johnston, 1985; Ryan, 1979; Veenman, 1984). Finally, researchers have found that beginning teachers are anxious and eager to develop collegial relationships; however, this aspect of professional development is not addressed in the field of education (e.g., Hitz & Roper, 1986; Huling-Austin, 1987; Johnston, 1985; Veenman, 1984; Rosenholtz, 1987).

Through access to a data base, those responsible for induction activities would have additional information to improve the integration of new teachers into the profession. It seemed appropriate, therefore, in the present study to first identify important teaching activities as viewed by first-year teachers. Proper support structures can strengthen induction programs. Given the importance attributed to the initial period of teaching, it is crucial to provide assistance for first-year teachers. Sources of assistance are more or less available to beginning teachers depending on the schools and communities in which they reside. Whether the new teachers are aware of these or feel comfortable in availing themselves of the assistance is not clear. If induction into the profession is regarded as an important phase of professional development, then those who provide assistance are crucial to maintaining quality, meaningful support. Thus in the present study, considering the different sources of assistance in the professional development of teachers was a crucial consideration.

In summary, the problems and needs identified in the '40s and '50s have continued to be reported throughout the '80s. From the findings reported in the literature review, one may infer that beginning teachers can be professionally inducted through systematic staff development efforts supported at the local and state level by a variety of resources. These induction efforts should differ for

elementary and secondary beginning teachers. The purpose of this study was to examine the differences between Illinois beginning elementary and secondary teachers' perceived importance of staff development activities, their sources of assistance, and their perceived success during their first year.

Based on the literature review, it was hypothesized that elementary and secondary teachers' perceived importance of staff development activities and their sources of assistance during their first year would differ. Because of these differences, elementary and secondary teachers would differ in their perceived success as well.

Method

Subjects

The target population for this study comprised Illinois public school first-year teachers employed full time at the elementary and secondary level during 1988-89 excluding special education specialists and teachers from the city of Chicago. Initially, 434 first-year secondary teachers and 1200 first-year elementary teachers were identified through the Illinois State Board of Education's Teacher Service Record (TSR). Two hundred thirty-four secondary and 601 elementary teachers returned questionnaires for a 54% secondary usable response rate and a 50% elementary usable response rate. The combined number of responding first-year teachers was 834 for a combined rate of return of 51.1%.

Of those responding first-year teachers (secondary and elementary combined), 20.8% indicated they were in an induction program specially designed for first-year teachers, and 36.8% of first-year teachers noted the districts consulted them about their staff-development needs. By April, 1989, 93.8% of first-year teachers still planned to return to teaching the following year. As seen on Table 1, for first-year teachers who responded to the questionnaire most (54.5%) were suburban first-year teachers while 25.5% were rural, 12.8% were independent city, and 7.1% were central city teachers. Approximately 51.9% were employed in unit districts, 38.5% in elementary districts, and 8.8% in high school districts. The majority of both elementary and secondary first-year teachers graduated from an Illinois college (78.1%). Those teachers who possessed a baccalaureate degree accounted for the majority of both elementary and secondary first-year teachers (90.1% secondary teachers and 93.1% elementary teachers).

Insert Table 1 about here

Table 1 shows the comparisons between elementary and secondary respondents on selected demographic variables. Chi-square results showed that there was only one significant difference between secondary first-year teachers who responded and those who did not respond on these demographic

characteristics, $\underline{x}^2(12)=26.20$, $\underline{p}=.010$. Proportionally more secondary first-year teachers who attended state schools responded than did teachers from out-of-state and private schools. The chi-square showed no significant differences on demographic characteristics between responding and nonresponding elementary first-year teachers. Thus, the sample was treated as representative of the population.

Instrument

The Illinois State Board of Education (ISBE) provided two of the three data sets used in the study: the Teacher Service Record (TSR) and the school district community type file. The TSR is a record of all teachers in Illinois used to determine length of service for the teacher retirement system and the state teacher supply and demand. The school-district community type classifies Illinois public schools according to a system developed in 1984 by Dr. J. Dan Hou. Using 1980 census data, Hou identified four community types: central city, suburban, independent city, and rural.

The third data source, the "Illinois Beginning Teachers' Survey," was designed by McGuire (1990) and also used by Piercy (1990). A pilot questionnaire was given to beginning elementary and secondary teachers as well as some administrators and experienced teachers. The researchers revised the instrument based on comments and suggestions by the pilot groups.

The revised questionnaire contained items about current staff development, plans to return to present position, graduation date from college, enrollment in university courses, consultation about staff development, and perceived success. Another section listed 27 items under four major categories: curriculum, students, community, and staff. Beginning teachers were asked to indicate their perceived importance of each activity, whether they engaged in each activity, and their main source of assistance for each activity.

The importance of the activities was ranked on a six-point scale where 1 was of no importance and 6 was very important. A scale mean was calculated for each of the four categories by summing responses to each item and dividing by the number of responses in each category. The internal consistency reliabilities of the combined data, for the perceived importance of the four scales follow: CURRICULUM, alpha .7785; STUDENTS, alpha .7871; COMMUNITY, alpha .7935; and STAFF, alpha .6094. These reliabilities were deemed sufficient for use in this study. Subjects identified one main source of assistance for each activity from six choices: administrators, professional staff, community resources, external consultants, and none. First, a scale mean was calculated for each of the four categories by summing the number of no assistance responses. Elementary and secondary teachers were compared on the average number of times they

received no assistance. For CURRICULUM, one could receive no assistance for up to 10 items; for STUDENT, eight items; for COMMUNITY, five items; and for STAFF, four items. Second, each of the 27 items was categorized into 'no assistance' and 'some assistance.' The chi-square statistic was used to test whether there was a relationship between teacher level (elementary vs. secondary) and receiving assistance (yes vs. no). All hypotheses were tested using alpha = .01.

Procedure

The questionnaires were mailed April 24-25, 1989 after beginning teachers had been notified of either continued employment or dismissal as required by law. A second mailing was sent on May 11-12, 1989. From May 17 to June 8 the researchers called school districts employing teachers who had not returned either the first or second mailing of the instrument. The researchers entered the data from the questionnaire into the mainframe computer then merged it with the TSR and community type data provided by the ISBE matching by school identification number.

Results

One of our areas of interest was determining the differences in the perceived importance of staff development activities by first-year elementary and secondary teachers. Table 2 summarizes these independent t-test results in four areas. Elementary teachers perceived activities in STUDENTS ($t = 7.23$, $p < .0005$), COMMUNITY ($t = 3.60$, $p < .0005$), and

STAFF (t = 5.06) p < .0005) to be significantly more important than secondary teachers. There was no significant difference in CURRICULUM, t = 2.45, p = .014. Thus, elementary teachers differed significantly from secondary teachers in the two areas rated most important--STUDENTS and STAFF--and in the area rated least important--COMMUNITY.

Insert Table 2 about here

Second, we wanted to know whether there was a difference in how much assistance was perceived to be offered to beginning elementary and secondary teachers. Respondents noted whether they received assistance from one of five sources: administrators, professional staff, community resources, colleges/universities, external consultants, or whether they received no assistance in four areas. The number of times no assistance was selected was summed across the areas and a mean was calculated for elementary and secondary teachers. As seen on Table 3, t-test results show that there were significant differences in three out of four areas. Elementary teachers received significantly more assistance than secondary teachers in CURRICULUM (t = 3.25, p < .0005), STUDENTS (t = 3.39, p < .0005), and STAFF (t = 2.91, p = .004) activities. There was no significant difference in assistance in the COMMUNITY area, t = .54, p = .587.

Insert Table 3 about here

Further evidence of the differences in the amount of assistance received can be seen in Table 4. Here chi-square tests were calculated to test the relationship between receiving assistance and teaching level for each of the 27 items in the four areas. For seven of the 10 CURRICULUM activities, significantly more secondary teachers than elementary teachers received no assistance, $p < .01$. For three of the eight STUDENTS activities, there were significant differences in the same direction, $p < .01$. For COMMUNITY, there were no significant differences, $p > .01$. Last, in STAFF only one out of four items showed a significant difference. Secondary teachers more frequently received no assistance in "Understanding roles and responsibilities," than elementary teachers, $p < .01$. Although not always significant, secondary teachers perceived that they received no assistance more frequently than did elementary teachers for all 27 items. In fact, on 19 of the 27 items, most secondary teachers said they received no assistance while on 11 of the 27 items most elementary teachers said they received no assistance. For the remainder of the items, fellow teachers of both groups were cited as the major source of assistance with the

exception of discipline problems where the principal was identified most often by both groups.

Insert Table 4 about here

A third concern of the study related to perceptions of success in the first year. It was hypothesized that there would be differences in perceived success based on teaching level, staff development, and consultation about staff development. Success was measured on a 5-point scale where 1 was not successful and 5 was very successful. Overall, beginning teachers thought they were successful (M = 3.96, SD = .74).

Insert Table 5 about here

As Table 5 shows, the three-way ANOVA results indicate that two variables were significantly related to success. Elementary teachers perceived themselves to be more successful (adj. M = 4.01) than secondary teachers (adj. M = 3.83), F = 9.66, p = .002. Second, teachers who were consulted about staff development activities perceived themselves to be more successful (adj M = 4.11) than those who were not consulted (adj M = 3.85), F = 17.79, $p < .0005$. No other significant main or interaction effects were observed.

Discussion

The three areas examined in this study were the differences between Illinois beginning elementary and secondary teachers' perceived importance of staff development activities, their sources of assistance, and their perceived success during their first year. Based on the literature review, it was hypothesized that elementary and secondary teachers' perceived importance of staff development activities and their sources of assistance during their first year would differ. Because of these differences, elementary and secondary teachers would differ in their perceived success as well.

As hypothesized, beginning elementary teachers rated the importance of staff development activities differently from secondary teachers in the three areas STUDENTS, COMMUNITY, and STAFF. However, there was no significant difference in how elementary teachers rated the importance of staff development activities in the area CURRICULUM.

In general, the results are consistent with expectations. Elementary and secondary teachers appear to perceive a number of staff development activities differently; in this case, elementary teachers perceived these activities to be more important. These results may reflect the findings of Wangberg and Levitov (1983) who found that elementary and secondary teachers perceived a number of

stress categories differently. Adams and Martray (1981) found that the differences between elementary and secondary teacher data suggested that these two groups differed in the way self concerns influenced other variables. Elementary teachers consistently rated these areas higher than secondary teachers. A possible reason for the difference may be that most elementary teachers are frequently isolated in a self-contained classroom, deal with the same students all day long, and often communicate with the parents. Thus, all four areas of staff development are of great importance. In contrast, secondary teachers usually deal with a variety of students on a daily basis and do not frequently communicate with the parents. This could support Schlechty and Vance's (1983) contention that elementary and secondary schools have different environments.

The second major area in the study compared elementary and secondary teachers' perceptions regarding the amount of assistance they received. Elementary teachers received significantly more assistance than secondary teachers for staff development activities in three areas, CURRICULUM, STUDENTS, and STAFF. Although elementary teachers did receive more assistance in the area COMMUNITY, it was not significantly different. As mentioned earlier, elementary teachers have received more support from their fellow teachers than secondary teachers. This may be due to the close relationship of curriculum and activities that are

expected at the elementary level. Whether informally or formally, teachers continue to be the major support for beginners when they do receive assistance. These findings suggest that despite help from fellow teachers, a great number of elementary and an even greater number of secondary teachers were often forced to rely on their own resources.

Many other researchers also found that teachers are often left on their own. Among them, Borko (1986) found that beginning teachers were typically left on their own to cope with these teaching responsibilities. Thus, for some crucial items, elementary and to a greater degree, secondary teachers did not receive help. This lack of support may precipitate the reality shock that is mentioned in the literature by Gaede (1978). Hoffman et al. (1986) stated that beginning teachers were abandoned by the institutions where they received their preservice training and have traditionally been left to their own devices to endure the first few years of teaching. Hitz and Roper (1986) stated that there is no disagreement in the literature that beginning teachers need support and most are not getting it. This lack of support is testimony to the fact that beginning teachers often feel isolated and yet very little is done about it.

Last, we examined the differences between elementary and secondary teachers' perceived success by level of teaching (elementary vs. secondary), staff development for beginning teachers (yes vs. no) and whether they were consulted about

staff development activities (yes vs. no). It was hypothesized that elementary and secondary teachers would differ in their perceived success. Further, it was hypothesized that the presence of a staff development program, and being consulted about staff-development activities would relate to success.

Elementary teachers perceived themselves as more successful than secondary teachers. Further, those who were consulted also perceived themselves as more successful. However, the presence of a staff development program for beginning teachers did not relate to teachers' perceived success. Elementary teachers perceived staff development activities as more important and received more assistance than secondary teachers. Because of this, it is reasonable to infer that these teachers would perceive themselves as more successful. Additionally, for this sample, consultation was a better predictor of success than the mere presence of staff development programs specifically designed for beginning teachers. It may be that beginning teachers who provide input into their activities gain ownership in their own professional development. The lack of a difference due to the presence of a staff development program specifically designed for first-year teachers may be due to several factors. We did not differentiate among different types of staff development programs. It may be that they were presented one-day orientations or fragmented programs on

teacher institute days. Also, the quality of staff development program provided for beginning teachers was not assessed. The significance of consultation as compared to staff development suggests that the presence of such programs need to be tailored to fit individual needs. Another limitation of this finding is related to the small number of beginning teachers (20.8%) involved in a staff development program specifically designed for beginning teachers. For these reasons the generalizability of the results may be limited.

It was concluded from these results that further research should investigate which environmental variables affect beginning teacher development. Some variables which may indicate differences in beginning teachers are school size, district type, location, and other school and district characteristics. Further, this study should be expanded into a longitudinal study to determine which variables might predict teachers' retention. Because it is agreed that beginning teachers need assistance, determining the most effective types of assistance is necessary to design new programs. In view of the variation in staff development programs, a study should be undertaken to determine the differences in these programs and their effect on beginning teachers' professional development. The issues related to beginning teachers are the same as they were 40 years ago. Not only are these needs not being addressed, beginning

teachers are not receiving sufficient assistance especially at the secondary level. Staff development programs that specifically meet the needs of the beginning teacher can help retain and improve the skills of teachers needed in the future.

References

Adams, R. D.(1982, March). Teacher development: A look at changes in teacher perceptions across time. (Report No. SP 019 998) New York, N.Y: American Educational Research Association. (ERIC Document Reproduction Service No. ED 214 926).

Adams, R. D., & Martray, C. R. (1980). Teacher development: A study of factors related to teacher concerns for pre, beginning, and experienced teachers (Report No. SP 017 962) Los Angeles, CA: American Educational Research Association. (ERIC Document Reproduction Service No. ED 200 591.

Borko, H. (1986). Clinical teacher education: The induction years. In J. V. Hoffman & S. A. Edwards (Eds.), Reality and Reform in Clinical Teacher Education (pp.45-63). New York: Random House.

Coates, T. J., & Thoresen, C. E. (1976). Teacher anxiety: A review with recommendations. Review of Educational Research, 46, 159-184.

Darling-Hammond, L. (1988). The futures of teaching. Educational Leadership, 46, 4-10.

Dropkin, S., & Taylor, M. (1963). Perceived problems of beginning teachers and related factors. The Journal of Teacher Education, 14, 384-390.

Gaede, O. F. (1978). Reality shock: A problem among first-year teachers. Clearinghouse, 51, 405-409.

Gorrell, J. J., Bregman, N.J., McAllister, H. A., & Lipscomb, T. J. (1985). An analysis of perceived stress in elementary and secondary student teachers and full-time teachers. Journal of Experimental Education, 54, 11-14.

Grant, C. A. & Zeichner, K. M. (1981). Inservice support for first year teachers: The state of the scene, Journal of Research and Development in Education, 14, 99-111.

Griffin, G. A. (1987). A state program for the initial year of teaching. In G. A. Griffin & S. Millies (Eds.), The first year of teaching: Background papers and a proposal (pp.129-138). Chicago: University of Illinois.

Hall, G. E. (1982). Induction: The missing link. Journal of Teacher Education, 33, 53-55.

Harris (Louis) and Associates, Inc. (1985). Former teacher in America. The Metropolitan Life survey New York: Metropolitan Life Insurance Company (ERIC Document Reproduction Service No. ED 270 392).

Hawk, P., & Robards, S. (1987). Statewide teacher induction programs. In D. M. Brooks (Ed.), Teacher induction: A new beginning (pp. 33-44). Reston, VA: Association of Teacher Educators.

Hitz, R., & Roper, S. (1986). The teacher's first year: Implications for teacher educators. Action in Teacher Education. 8, 65-71.

Hoffman, J. V., Edwards, S. A., O'Neal, S., Barnes, S., & Paulissen, M. (1986). A study of state-mandated beginning teacher programs. Journal of Teacher Education. 37, 16-21.

Huling-Austin, L. (1987). Teacher induction. In D. M. Brooks (Ed.), Teacher induction: A new beginning (pp.3-19). Reston VA: Association of Teacher Educators.

Hunt, D. W. (1968, October). Teacher induction: An opportunity and a responsibility. NASSP Bulletin, 52, 30-35.

Ishler, P., & Kester, R. (1987). Professional organizations and teacher induction: Initiatives and positions. In D. M. Brooks (Ed.), Teacher Induction: A New Beginning (pp. 61-78). Reston, Virginia: Association of Teacher Educators.

Johnston, J. M. (1985). Teacher induction: Problems, roles and guidelines. In P. J. Burke & R. G. Heideman (Eds.), Career-Long Teacher Education (pp. 194-220). Springfield, Ill: Charles C. Thomas Publishers.

Jones, R. J. (1985). Differential stress levels in primary versus secondary classrooms, (Report No. SP 026 967). Delta State University (ERIC Document Reproduction Services No. ED 266 098).

Kester, R., & Marockie, M. (1987). Local induction programs. In D. M. Brooks (Ed.). Teacher Induction: A New Beginning (pp. 2-30). Reston, VA: Association of Teacher Educators.

Lipham, J. M., Rankin, R. E., & Hoeh, J. A. (1985). The principalship: Concepts, competencies, and cases New York: Longman, Inc.

McGuire, J. F. (1990). Illinois elementary teachers' perceptions of 1989-1990 induction year activities. Unpublished doctoral dissertation. Illinois State University, Normal IL.

Nevi, C. (1988). The future of staff development. The Journal of Staff Development, 9, 59-63.

Piercy, G. E. (1990). Illinois secondary school teachers' perceptions of 1989-1990 induction year activities. Unpublished doctoral dissertation. Illinois State University, Normal IL.

Pigge, F. L., & Lovett, M. T. (1985). Job performance and job satisfaction of beginning teachers. (Report No. SP 027 085).Ohio: Bowling Green State University (ERIC Document Reproduction Service No. ED 265 149).

Rehage, K. J. (1968). Induction: When student becomes teacher. NASSP Bulletin, 52, 144-155.

Rosenholtz, S. J. (1987). Workplace conditions of teacher quality and commitment: Implication for the design of teacher induction programs. In G. A. Griffin & S. Millies (Eds.). The first year of teaching: Background papers and a proposal (pp. 15-34). Chicago, IL: University of Illinois.

Ryan, K. (1979). Toward understanding the problem: At the threshold of the profession. In K. Howey & R. Bents (Eds.), Toward meeting the needs of the beginning teacher (pp. 35-51). St. Paul, MN: Midwest Teacher Corps Network and University of Minnesota.

Schlechty, P. C., & Vance, V. S. (1983). Recruitment, selection, and retention: The shape of the teaching force. The Elementary School Journal, 83, 469-487.

Stone, E. H. (1964). Personal and professional problems recognized by beginning junior and senior high school teachers and the relationship of the number of these problems to personal characteristics, professional preparation, teaching assignment and career plans. (Doctoral dissertation, University of Denver,1963). Dissertation Abstracts International, 25, 1037.

Summerlin, C., Blackbourn, R., & Hare, D. (1986). Staff development needs assessment: Implication for system planning and implementation. Catalyst for Change, 16, 4-7.

Ubben, G. C., & Hughes, L. W. (1987). The Principal: Creative leadership for effective schools. Boston MA: Allyn and Bacon.

Veenman, S. (1984). Perceived problems of beginning teachers. Review of Educational Research, 54, 143-178.

Wangberg, E. G., & Levitov, J. E. (1983). Differences in perceived stress of elementary versus secondary school teachers'. Iliinois School Research and Development, 20, 33-37.

Ward, B. A. (1987). State and district structures to support initial year of teaching programs. In G. A. Griffin & S. Millies, (Eds.). The first year of teaching: Background papers and a proposal (pp.1-11). Chicago: University of Illinois.

Wey, H. W. (1951). Difficulties of beginning teachers. School Review, 59, 32-37.

Zeichner, K. (1983). Individual and institutional factors related to the socialization of teaching. Research In Teacher Education. Austin Texas: University of Texas, 1-60.

Zeichner, K. (1986). Social and ethical dimensions of reform in teacher education. In J. V. Hoffman & S. A. Edwards (Eds.). Reality and Reform in Clinical Teacher Education (pp. 87-107). New York: Random House.

Table 1

Demographic Characteristics of Beginning Teachers in Illinois in 1988-89 Based upon Response

VARIABLE	Elementary N=594[a]		Secondary N=233[a]		Combined N=827[a]	
	%	(n)	%	(n)	%	(n)
Community Type						
Rural	21.5	(128)	35.6	(83)	25.5	(211)
Independent City	12.0	(71)	15.0	(35)	12.8	(106)
Suburban	59.4	(353)	42.1	(98)	54.5	(451)
Central City	7.1	(42)	7.3	(17)	7.1	(59)
Type of District						
Secondary	------		31.3	(73)	8.8	(73)
Unit	46.5	(276)	65.7	(153)	51.9	(429)
Elementary	53.5	(318)	--------		38.5	(318)
Other (Public School & Public funded)	------		3.0	(7)	0.8	(7)
College of Baccalaureate Degree						
Illinois State U.	16.3	(97)	13.3	(31)	15.3	(128)
Eastern Illinois U.	9.4	(56)	10.7	(25)	9.7	(81)
Northern Illinois U.	7.1	(42)	8.2	(19)	7.3	(61)
Western Illinois U.	4.4	(26)	6.4	(15)	4.9	(41)
Northeastern Illinois	1.5	(9)	2.1	(5)	1.7	(14)
University of Illinois (Champaign-Urbana)	8.2	(49)	14.2	(33)	9.8	(82)
Southern Illinois U. (Carbondale & Edwardsville)	4.9	(29)	4.7	(11)	4.8	(40)
Other IL Colleges	26.3	(156)	18.5	(43)	24.1	(199)
Total IL Colleges	78.1	(464)	78.1	(182)	78.1	(646)
Total Out-of-State	21.9	(130)	21.9	(51)	21.9	(181)
Highest Degree Held						
Baccalaureate	93.1	(553)	90.1	(210)	92.3	(763)
Master's	6.9	(41)	9.4	(22)	7.6	(63)
None & Missing	-------		.5	(1)	.001	(1)

[a] N = 594 and 233 because some respondents could not be matched to TSR data set.

Table 2

Comparison of Beginning Elementary and Secondary Teachers' Perceived Importance of Activities

Activity	n	M	SD	df	t	p
CURRICULUM						
Elementary	572	4.97	.60	790	2.45	.014
Secondary	220	4.85	.54			
STUDENTS						
Elementary	589	5.41	.49	814	7.23*	.000
Secondary	227	5.13	.52			
COMMUNITY						
Elementary	541	4.57	.83	751	3.60*	.000
Secondary	212	4.31	.91			
STAFF						
Elementary	548	5.25	.66	758	5.06*	.000
Secondary	212	5.00	.75			

* $p < .01$

Table 3

Comparison of Elementary and Secondary Teachers' Perceived Amount of Assistance

Activity	n	M	SD	df	t	p
CURRICULUM (0-10)						
Elementary	601	6.30	2.70	833	3.25*	.000
Secondary	234	5.28	2.83			
STUDENTS (0-8)						
Elementary	601	5.03	2.49	833	3.39*	.000
Secondary	234	4.38	2.49			
COMMUNITY (0-5)						
Elementary	601	2.62	1.64	833	.54	.587
Secondary	234	2.55	1.63			
STAFF (0-4)						
Elementary	601	2.48	1.30	833	2.91*	.004
Secondary	234	2.20	1.29			

* $p < .01$

Table 4

Chi-square: Relationships between Receiving Some Assistance (Yes vs. No) and Level of Teaching (Elementary vs. Secondary

ITEM	Elementary % no assistance	Secondary % no assistance	χ^2	phi	p
CURRICULUM					
1. Locating Materials	10.4	18.3	8.78	.11	.0031*
2. Selecting new textbooks	42.7	60.0	15.52	.15	.0001*
3. Refining lesson plan skills	40.4	46.8	2.50	.06	.1142
4. Obtaining research information	33.7	45.5	8.69	.11	.0032*
5. Managing & organizing instruction	29.1	40.9	9.51	.11	.0020*
6. Identifying teaching strategies	23.2	30.8	4.48	.08	.0344
7. Understanding good testing practices	35.6	48.2	10.04	.12	.0015*
8. Identifying learning styles	35.8	50.5	13.19	.13	.0003*
9. Refining teaching skills	29.1	36.5	3.70	.07	.0544
10. Applying critical thinking skills	44.2	55.1	6.97	.10	.0083*
STUDENTS					
11. Motivating students	36.6	45.9	5.47	.08	.0193
12. Evaluating students' work	44.5	53.1	4.43	.08	.0352
13. Handling discipline	19.5	20.8	.10	.01	.7477
14. Dealing with ability differences	28.1	43.0	15.70	.14	.0001*
15. Understanding cultural differences	46.0	50.2	.92	.04	.3364
16. Understanding developmental differ.	34.3	42.3	4.06	.07	.0438
17. Developing students' self-esteem	42.7	57.3	13.32	.13	.0003*
18. Identifying students' special needs	18.8	29.0	9.27	.11	.0023*
COMMUNITY					
19. Assessing community resources	50.3	52.8	.25	.02	.6172
20. Gathering comm. environment data	60.0	61.4	.05	.01	.8195
21. Understanding community's attitudes	23.1	26.9	.99	.04	.3178
22. Creating effective communication	32.7	35.3	.36	.02	.5484
23. Understanding comm. expectations	32.9	37.5	1.21	.04	.2716
STAFF					
24. Creating professional relationships	20.8	24.6	1.11	.04	.2929
25. Understanding roles & responsibility	20.1	33.9	15.77	.15	.0001*
26. Paricipating in special programs	46.0	53.3	2.74	.07	.0976
27. Adjusting to full-time teaching	41.5	51.6	6.11	.09	.0134

* $p < .01$

Table 5

Factorial ANOVA: Perceived Success by Level of Teaching, Staff Development for Beginning Teachers, and Consulted about Staff Development

Source	SS	df	MS	F	p
LEVEL	5.14	1	5.14	9.66*	.002
STAFF DEV	.70	1	.70	1.31	.252
CONSULT	9.46	1	9.46	17.79*	.000
2-WAY INTERACTIONS	1.29	3	.43	.81	.489
3-WAY INTERACTION	.42	1	.42	.79	.374
RESIDUAL	414.73	780	.53		
TOTAL	435.62	787	.55		

* $p < .01$